



Blessings for a Joyful Journey

MATTHEW 5:3-10



**the poor
in spirit**



THOSE
WHO
MOURN



THE MEEK



THOSE WHO
HUNGER
AND THIRST



THE
MERCIFUL



the pure
in heart



THE PEA



THOSE
WHO ARE
PERSECUTED

Preschool - Spring



Terry D. Taylor
Managing Editor

James Barnard
Music Editor
Marketing Director

Carol Dickerson
Design Editor, Preschool

Allison Blumenthal
Design Editor, Elementary

Chad Hunter
Graphic Designer,
Preschool and Elementary Children

The Beatitudes:
Blessings for a Joyful Journey
Writers

Preschool—Susan Eernisse
Elementary—Keith Watson



Tom McAfee
President and Chairman

David Bolin
Worship Matrix

Tiffany Hitchcock
Operations Manager
Royalty Manager

Hannah Psyk
Customer Service
Graphic Design

Robert Williams
Distribution and Warehouse
Manager

Preschool SPRING

Demonstration Recordings

1. **Always with Me** - Words and Music by Nan Grantham © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
3. **Be Forgiving and Kind** - Based on Matthew 5:7; Words and Music by Ruth Elaine Schram © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
5. **Blessed Are They** - Words and Music by Carol Huffman Dickerson © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
7. **I Can Say** - Based on Matthew 5:8; Words and Music by Marion Gerow, Incorporating "This Little Light of Mine" © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
9. **I Will Sing My Praises to the Lord** - Based on Psalm 146:2; Words and Music by Carol Litton and Ken Litton © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
11. **Jesus Cares** - Words and Music by Julie I. Myers and Lynn Tracey © © 2023 Billingsly Square Music and Celebrating Grace Music, divisions of Celebrating Grace, Inc. All rights reserved.
13. **Loud Hosanna** - Words and Music by Elizabeth Charles © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
15. **Show Our Family We Love Them** - Based on Matthew 5:5; Words and Music by Ruth Elaine Schram © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
17. **Thank You for Today** - Words and Music by Joanne LeDoux © © 2023 Billingsly Square Music, a division of Celebrating Grace, Inc. All rights reserved.
19. **Worship the King** - Words and Music by Anne Hood © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
21. **Joyful Journey (Theme)** - Words and Music by Terry D. Taylor © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
23. **"Love Somebody" Activity** - Traditional Singing Game, Adapted by Susan Eernisse © © 2021 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
25. **"Springtime Prayer" Activity** - Words and Music by Glenn Eernisse and Susan Eernisse © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
27. **"Spring" Loud and Quiet Activity** - "The Four Seasons: Spring" by Antonio Vivaldi, Adapted by Susan Eernisse © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
28. **Paper Plate Fun Activity** - "Les patineurs (The Skaters), Op. 183" by Emile Waldeufel, Performed by the Slovak State Philharmonic Orchestra, Alfred Walter Kosice © Courtesy of Naxos of America, Inc.
29. **Raindrops and Puddles Sound Story Activity** - Activity by Susan Eernisse, Incorporating "Rain, Rain, Go Away" © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
30. **"Welcome Song" Activity** - Words and Music by Glenn Eernisse © © 2021 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
32. **Adventure Energizer (Theme)** - Created by Susan Eernisse, Music by Stephen Kummer © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
33. **Blessed Chant (Theme) Activity** - Chant by Keith Watson, Music by Stephen Kummer © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
35. **Hosanna, Loud Hosanna** - Words by Jennette Threlfall, Tune: ELLACOMBE, from *Wittenburg Gesangbuch*, 1784, Adapted by William Henry Monk © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
37. **The Solid Rock** - Words by Edward Mote, Tune: SOLID ROCK, by William B. Bradbury © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
39. **Wonderful Words of Life** - Words by Philip P. Bliss, Tune: WORDS OF LIFE, by Philip P. Bliss © © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.



Accompaniment Recordings

2. **Always with Me**
4. **Be Forgiving and Kind**
6. **Blessed Are They**
8. **I Can Say**
10. **I Will Sing My Praises to the Lord**
12. **Jesus Cares**
14. **Loud Hosanna**
16. **Show Our Family We Love Them**
18. **Thank You for Today**
20. **Worship the King**
22. **Joyful Journey (Theme)**
24. **"Love Somebody" Activity**
26. **"Springtime Prayer" Activity**
31. **"Welcome Song" Activity**
34. **Blessed Chant (Theme) Activity**
36. **Hosanna, Loud Hosanna**
38. **The Solid Rock**
40. **Wonderful Words of Life**

The Beatitudes: Blessings for a Joyful Journey

Spring-Preschool

Curriculum Components



THEME MATERIALS

- "Joyful Journey"
 - Score, Student Score, Clarinet Part, and Guitar Chart
 - *The Beatitudes* Theme Poster
 - "Joyful Journey" Motions Video
- Blessed Chant Activity
 - Blessed Chant Chorus Visual
 - Blessed Chant Motions Video
- Blessed KIDPage
- Adventure Energizer
 - Adventure Energizer Visual
 - Adventure Energizer Video

CURRICULUM SONGS

- "Always with Me"
- "Be Forgiving and Kind"
- "Blessed Are They"
- "I Can Say"
- "I Will Sing My Praises to the Lord"
- "Jesus Cares"
- "Loud Hosanna"
- "Show Our Family We Love Them"
- "Thank You for Today"
- "Worship the King"

HYMNS

- "Hosanna, Loud Hosanna"
- "The Solid Rock"
- "Wonderful Words of Life"

KIDPAGES

- Blessed by Jesus
- Hidden Instruments
- *My Be Like Jesus* Book
- Yes or No?
- God Is Always with Me
- I Love My Family
- Let It Shine
- How Many Claps?
- Guide the Donkey Home
- Jesus Is Alive!
- Easter Same and Different
- Praises to the Lord
- Rainy Day Music Symbols
- Spring Fruit Rhythms Puzzle
- Jesus Cares

ACTIVITIES

- Bumblebee Rhythms
- Easter Passing Game
- High and Low Birdhouses
- Hymn Story Time: "Hosanna, Loud Hosanna"
- Hymn Story Time: "The Solid Rock"
- Hymn Story Time: "Wonderful Words of Life"
- "Love Somebody"
- Paper Plate Fun with "Skaters' Waltz"
- Raindrops and Puddles Sound Story
- Short and Long Rondo
- Spring Fruit Chant
- "Spring" Loud and Quiet
- "Springtime Prayer"
- Umbrella Fun
- "Welcome Song"

SONG TEACHING VISUALS—GENERAL USE

- *Solfège* Visuals

SONG TEACHING VISUALS—SONG-RELATED

"Always with Me"

- "Always with Me" Spinner Visual

"Be Forgiving and Kind"

- "Be Forgiving and Kind" Melody Map

"Blessed Are They"

- "Blessed Are They" Visual

"I Can Say"

- "I Can Say" Visual

"I Will Sing My Praises to the Lord"

- "I Will Sing My Praises to the Lord" Visual

"Jesus Cares"

- "Jesus Cares" Visuals

"Loud Hosanna"

- "Loud Hosanna" Melody Map

"Show Our Family We Love Them"

- "Show Our Family We Love Them" Visual

"Thank You for Today"

- "Thank You for Today" Visual

"Worship the King"

- "Worship the King" Bell Chart

DEMONSTRATION VIDEOS

- "Blessed Are They" Motions Video
- Easter Passing Game Video
- Paper Plate Fun with "Skaters' Waltz" Video
- "Thank You for Today" Sign Language Video

Adventure Energizer (Theme Materials)

- Use this activity as written.

Blessed Chant (Theme Materials)

- Play Demo 33 and have a parade as described in the Option in Step 5.

Bumblebee Rhythms

- Cut apart one set of bees from an Activity Page to start a conversation about bees.
- Place the cards in this order: *bee-bee-bum-ble-bee*. Echo speak with Threes until they are successful.
- Change the order of the cards and repeat.

Easter Passing Game

- Print one Jesus Is Alive! KIDPage and place a small stone on top of the stone pictured.
- Echo speak the chant from Step 2. Choose a child to pick up the small stone from the KIDPage and place it behind their back at the end of the chant.

High and Low Birdhouses

- After children have identified birdhouses as high and low, use vocal exploration by echo speaking each visual using your *high* and *low* voice. (*high-high-high-high, high-low-high-low, etc.*)

Hymn Story Time: "Hosanna, Loud Hosanna"

- Use Step 4. Have children follow your motions rather than referring to the visual.

Hymn Story Time: "The Solid Rock"

- Use Step 4. Have Threes color the rock on the Activity Page as Demo 37 is played.

Hymn Story Time: "Wonderful Words of Life"

- Use Step 4. Play Demo 39 as children search for the *wonderful words*. Echo speak each *wonderful word* as you assist Threes in placing the add-ons on the visual.

"Love Somebody"

- Use this Activity as written.

Paper Plate Fun with "Skaters' Waltz"

- Use Step 1.

Raindrops and Puddles Sound Story

- Use Step 1.

Short and Long Rondo

- Use the first three bullets in Step 1. Encourage vocal exploration as children imitate the long sounds and short sounds described.

Spring Fruit Chant

- Use Steps 1 and 3. Play the game in Step 3 without making it cumulative. Encourage Threes to speak any part of the Chant as it is "caught."

"Spring" Loud and Quiet

- Use Step 1.
- Have Threes choose an animal that is loud and an animal that is quiet.
- Play Track 27 and have Threes imitate their chosen animals during the loud and quiet sections of the music.
- Repeat, choosing and imitating different animals.

Early Arriver Ideas

- Keep copies of KIDPages for absentees to complete in future weeks.
- Repeat favorite activities children can do with little or no assistance.
- Create a “sound center” for children to explore as they arrive – found sounds, classroom instruments, etc.
- Display rhythm instruments in a circle. Have children sit by an instrument, pick it up, and play it on the steady beat to a Demo or Track recording. Pause the recording, have children replace the instrument, move to the next spot, and pick up a new instrument. Resume recording and continue as time allows.
- Provide an art station for visual learners–paper, drawing supplies, scissors, etc. Invite children to illustrate a song or scripture verse they are learning
- Hymn memory–play Demo recordings of unit hymns–listen, drill, repeat.

Special Items Alert

- Name tags*
- Megaphones, pom-poms, noise makers, cowbells, etc. (optional) for Blessed Chant Theme Activity
- Water bottle spirit shakers (optional) for Blessed Chant Theme Activity (see Teaching Steps for directions)
- Battery-operated tea lights (optional) for “I Can Say” Song Teaching Steps
- Green scarves, silk palm fronds, or green ribbon streamers for “Loud Hosanna” Song Teaching Steps
- Cardboard box for “I Will Sing My Praises to the Lord” Song Teaching Steps
- Small stones and a bucket for Easter Passing Game Activity
- Paper plates for Paper Plate Fun with “Skaters’ Waltz” Activity
- Large yellow scarf and rainbow-colored ribbon streamers for Raindrops and Puddles Sound Story Activity
- Basket for Spring Fruit Rhythms Activity
- Family photos for I Love My Family KIDPage Extension
- Small stuffed animals for How Many Claps? KIDPage Extension

Easter/Palm Sunday/Spring Share Times

- Decide on the best time for most families to attend.
- Select songs and activities appropriate for the occasion. Include one or two activities with which guests may choose to participate.
- Enlist help with refreshments, set-up, and promotion–parents, grandparents, or other volunteers.
- Set the room up the week (or two) before so preschoolers will be accustomed to the new look.

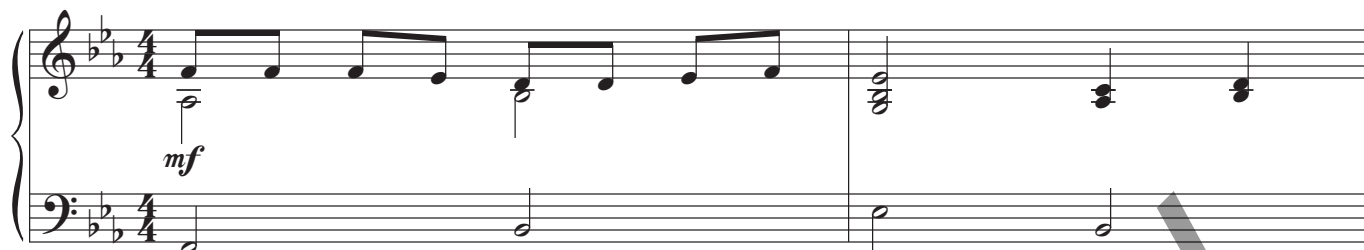
*Name tags can be found in the **Curriculum Companion** for *The Beatitudes: Blessings for a Joyful Journey* which can be purchased online at celebrating-grace.com.

I Will Sing My Praises to the Lord

Based on Psalm 146:2

Words and Music by
Carol and Ken Litton*With energy* (♩ = 108)

F m

B \flat E \flat A \flat /B \flat B \flat

*Verse 2: Hand Claps**Verse 3: Instruments*


I will sing my prais-es to the Lord.
I will clap my prais-es to the Lord.
I will play my prais-es to the Lord.

I will sing my prais-es to the
I will clap my prais-es to the
I will play my prais-es to the

E \flat B \flat B \flat 7



Lord. I'll sing and re-joice and lift up my voice. Yes,
Lord. I'll clap and re-joice and lift up my voice. Yes,
Lord. I'll play and re-joice and lift up my voice. Yes,

E \flat E \flat 7A \flat B \flat B \flat 7E \flat

Cm

Cm7



9

I will sing my prais - es to the Lord. I'll sing and re-joice and
 I will clap my prais - es to the Lord. I'll clap and re-joice and
 I will play my prais - es to the Lord. I'll play and re-joice and

F m7 Bb7 Eb Eb7 Ab Bb Bb7

12

lift up my voice. Yes, I will sing my prais - es to the Lord.
 lift up my voice. Yes, I will clap my prais - es to the Lord.
 lift up my voice. Yes, I will play my prais - es to the Lord.

1, 2

Eb Cm Cm7 Fm Bb Eb

15

(to meas. 3)

3

Lord.

F m Bb Eb Ab/Bb Bb Eb

I Will Sing My Praises to the Lord

Based on Psalm 146:2

With energy (♩ = 108)

Words and Music by
Carol and Ken Litton

mf *Verse 2: Hand Claps*
Verse 3: Instruments

2

I will sing my prais - es to the Lord.
I will clap my prais - es to the Lord.
I will play my prais - es to the Lord.

5

I will sing my prais - es to the Lord. I'll sing and re-joice and
I will clap my prais - es to the Lord. I'll clap and re-joice and
I will play my prais - es to the Lord. I'll play and re-joice and

8

lift up my voice. Yes, I will sing my prais - es to the Lord. I'll
lift up my voice. Yes, I will clap my prais - es to the Lord. I'll
lift up my voice. Yes, I will play my prais - es to the Lord. I'll

11

sing and re-joice and lift up my voice. Yes, I will sing my prais - es to the
clap and re-joice and lift up my voice. Yes, I will clap my prais - es to the
play and re-joice and lift up my voice. Yes, I will play my prais - es to the

14

1, 2 (to meas. 3) 3

Lord.
Lord.

Lord.

SONG TEACHING STEPS

"I Will Sing My Praises to the Lord"

1. Discover three ways to praise.

- Display rhythm instruments and help children identify them.
- Conceal the instrument display inside a cardboard box (or behind a screen.)
- Play one of the instruments, out of sight of children, and have them name it.
- Repeat with another instrument.
- Allow volunteers to take turns playing the instruments.
- Tell children they can worship God in many ways—singing songs of praise, clapping their hands, and playing instruments.
- Display the "I Will Sing My Praises to the Lord" Visual.
- Play Demo 9, and point to the visual as each of the three ways to praise are mentioned in the song.
- Place the visual out of sight and have children name the three ways to praise.

2. Teach Verse 1.

- Play the first verse on Demo 9 as children listen.
- Identify together the way to praise mentioned in Verse 1. (*sing*)
- Display the *Solfège* Visuals in *do-re-mi-fa-sol* order from bottom to top.
- Touch the *do* Visual as you begin to sing measures 3-4, moving to the *re* Visual on the final note. Have children echo as you point.
- Tell children that the next part is almost the same, but a little higher.
- Repeat with measures 5-6, beginning on *re* and moving to *mi*. Have children echo.
- Sing both phrases together as you continue to point to the *Solfège* Visuals.
- Echo sing measures 7-8 and 11-12. Ask children if they were the same or different. (same)
- Echo sing measures 9-10 and 13-14. Ask children if they were the same or different. (same except for the last note)
- Sing measures 9-10, pointing to *mi* on the last note. Have children echo.
- Sing measures 13-14, pointing to *do* on the last note. Have children echo.
- Sing all of Verse 1 with Demo 9.

MATERIALS NEEDED

- Score
- Student Score
- Demo 9
- Track 10
- "I Will Sing My Praises to the Lord" Visual
- *Solfège* Visuals (General)
- Rhythm instruments, one per child
- Cardboard box (or screen)

PREPARATION

- Print and prepare visuals.

"I Will Sing My Praises to the Lord" Visual





Sing



Clap



Play

3. Teach Verse 2.

- Refer to the "I Will Sing My Praises to the Lord" Visual and tell children Verse 2 is about another way to praise—clapping.
- Clap the two quarter-note pattern and have children repeat.
- Play Verse 2 on Demo 9, and clap the pattern where it is indicated.
- Sing Verse 2 without accompaniment, adding the claps.
- Refer to the *Solfège* visuals to reinforce the melody as in Step 2.
- Sing Verses 1 and 2 with Demo 9.

4. Teach Verse 3 and add instruments.

- Refer to the "I Will Sing My Praises to the Lord" Visual and have children name the next way to praise the Lord. (play instruments)
- Place an instrument in front of each child, and tell them they will play on Verse 3 instead of clapping.
- Demonstrate playing the two quarter-note patterns and have children repeat.
- Play Verse 3 of Demo 9, and play the instrument parts as indicated.
- Repeat Verse 3, singing and playing.

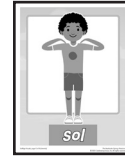
5. Put it all together.

- Display the "I Will Sing My Praises to the Lord" Visual and review the three ways to praise the Lord.
- Sing Verse 1 without the Demo , referring to the *Solfège* Visuals as needed.
- Review the clapping pattern for Verse 2.
- Distribute instruments and review the playing pattern for Verse 3.
- Sing, clap, and play the entire song with Demo 9.
- Repeat with piano accompaniment or Track 10.

6. Review and polish.

- Review the three ways to praise the Lord.
- Review the rhythm patterns for clapping and playing.
- Sing, clap, and play with piano accompaniment or Track 10.
- Work on any trouble spots and repeat.

Solfège Visuals

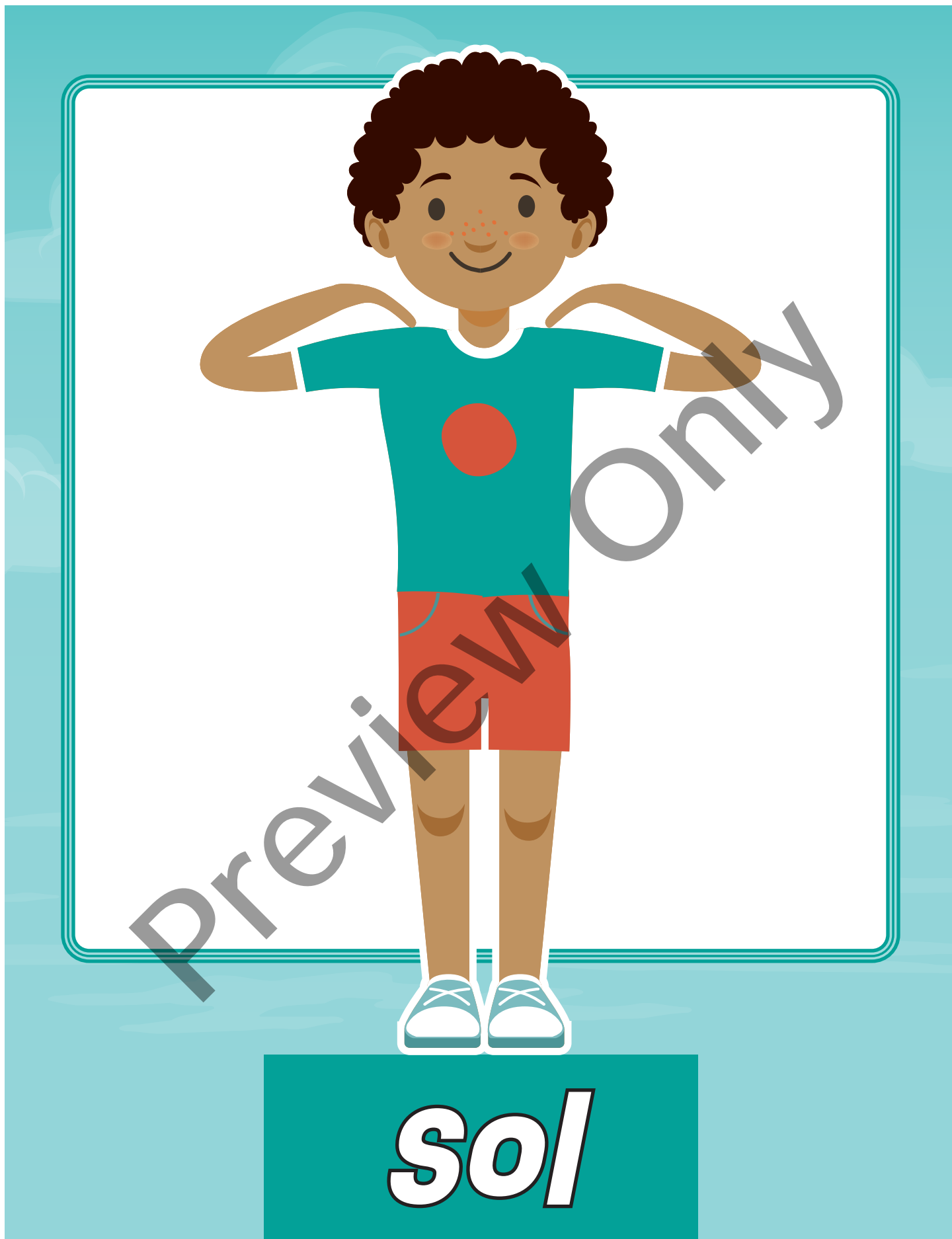












Praises to the Lord

MATERIALS NEEDED

- Praises to the Lord KIDPages
- Crayons
- Demo 9 (optional)

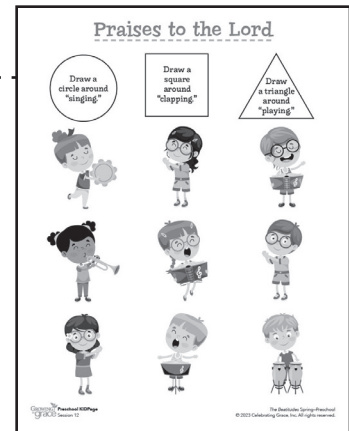
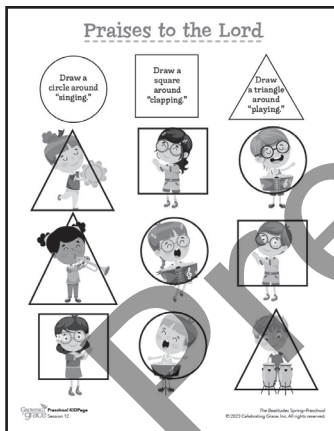
GUIDING CHILDREN

- Distribute KIDPages and crayons.
- Have children name the various ways the children on the KIDPage are praising God. (singing, clapping, playing instruments)
- Have them draw a circle around children who are singing, a triangle around children who are clapping, and a square around the children who are playing an instrument.
- Invite children to suggest other ways they might praise God.

EXTENSION

- Play Demo 9 ("I Will Sing My Praises to the Lord"), and invite children to sing along.

Answers:



Praises to the Lord

Draw a
circle around
“singing.”

Draw a
square
around
“clapping.”

Draw
a triangle
around
“playing.”



Loud Hosanna

with opt. Handbells (or Handchimes)

Words and Music by
Elizabeth Charles

Bells used: 8



Joyfully (♩ = 72)

Handbells (or Handchimes)

mf

mf

5

mf

1. Ho -
(2. Ho)-

A

9

san - na, loud ho - san - na, sing a song of praise. Ho -
san - na, loud ho - san - na, lift your voice and sing. Ho -

13

san - na, loud ho - san - na, on this hap - py day. King.
san - na, loud ho - san - na, Je - sus is the King.

17

1 (to meas. 9)
1 (to meas. 9)
2. Ho -
1 (to meas. 9)

21

2 B
2 *mp*
Wave your branch - es, wave them high. Wave your
2 *mp*

Loud Hosanna

with opt. Handbells (or Handchimes)

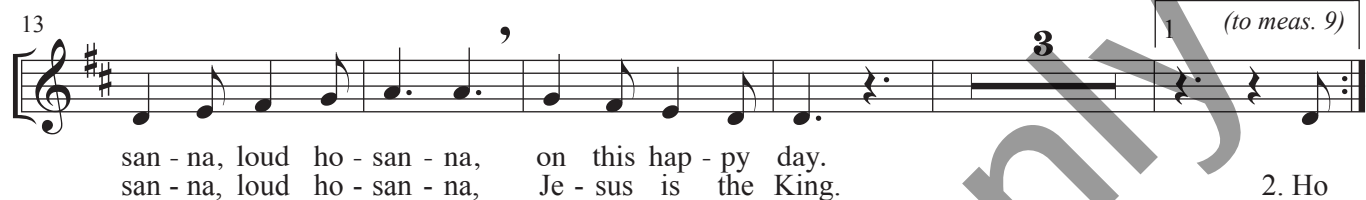
Words and Music by
Elizabeth Charles*Joyfully* (♩.=72)

mf **A**



1. Ho - san-na, loud ho - san - na, sing a song of praise. Ho -
 (2. Ho) - san-na, loud ho - san - na, lift your voice and sing. Ho -

13



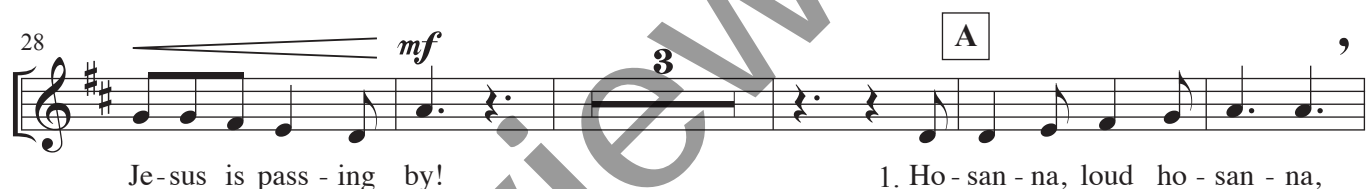
san - na, loud ho - san - na, on this hap - py day.
 san - na, loud ho - san - na, Je - sus is the King. 2. Ho

B
mp



Wave your branch-es, wave them high. Wave your branch-es,

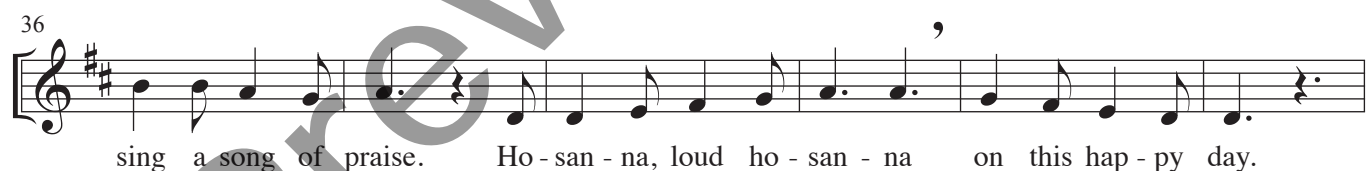
28



mf **A**

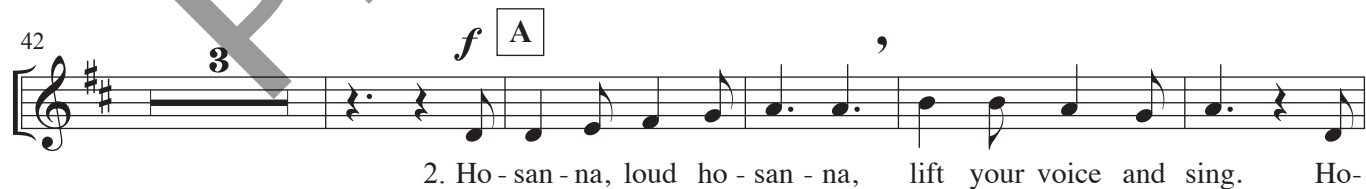
Je-sus is pass - ing by! 1. Ho - san - na, loud ho - san - na,

36



sing a song of praise. Ho - san - na, loud ho - san - na on this hap - py day.

42



f **A**

2. Ho - san - na, loud ho - san - na, lift your voice and sing. Ho -

50



san - na, loud ho - san - na, Je - sus is the King!

“Loud Hosanna” Melody Map



Wave



your



branch -



es,



wave



them



high.



Wave



your



branch -



es,



Je - sus



is



pass -



ing



by.

SONG TEACHING STEPS

"Loud Hosanna"

1. Introduce the song with movement.

- Briefly tell the story of Jesus' triumphal entry, riding on a donkey into Jerusalem. (see Matthew 21:1-11)
- Explain that many churches remember that story by having children enter the worship service on Palm Sunday waving palm branches to honor Jesus as King."
- Distribute scarves.
- Demonstrate waving the scarves overhead in an arc.
- Form a line with an adult leader and children behind.
- Play Demo 13, and march around the room (or down a long hallway) waving the scarves to the dotted-quarter-note beat.
- Collect the scarves and have children help you summarize the story of Palm Sunday.

2. Teach the Verses in Section A (mm. 9-16, 34-41, 46-53).

- Review the Palm Sunday story from Step 1.
- Explain that *hosanna* is the Hebrew word the people shouted, and it means *Lord, save us*. Sometimes we sing it as a worship word to praise and honor God.
- Display the *Solfège* Visuals in *do-re-me-fa-sol* order from bottom to top.
- Point to the visuals and slowly sing measures 9-10 and 13-14 first with *solfège*, then with the song text.



- Ask children which direction the melody moved. (up)
- Tap the steady beat (two fingers in palm) and have children join you.
- Continue to tap the beat and echo sing each four-measure phrase of Verse 1.
- Tap both shoulders to the beat and echo sing Verse 2 in four-measure phrases.
- Repeat both verses several times—tapping fingers in palm to signal Verse 1 and tapping shoulders to signal Verse 2.
- Play Demo 13, and sing the verses as they appear throughout the song. Continue keeping the beat to signal the correct verse.

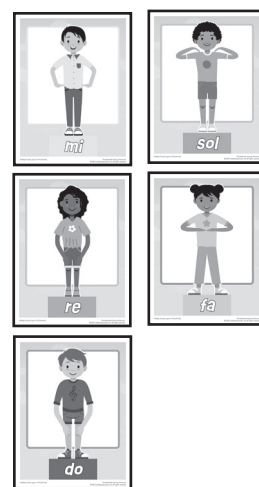
MATERIALS NEEDED

- Score
- Student Score
- Handbells (or Handchimes) Part (optional)
- Demo 13
- Track 14
- *Solfège* Visuals (General)
- "Loud Hosanna" Melody Map
- Green scarves, one per child (silk palm fronds or green ribbon streamers may be used)
- Bible, marked at Matthew 21:1-11

PREPARATION

- Print and prepare visuals.
- Secure adults, youth, or older children to play the handbell part, if desired. (The handbell part is in the Songs Folder.)
- Read Matthew 21:1-11 and prepare to summarize the story.

Solfège Visuals



3. Teach Section B (mm. 22-29).

- Review the Section A verses.
- Display the "Loud Hosanna" Melody Map.
- Sing measures 22-29 as you point to the melody map and children listen.
- Sing measures 22-29 together slowly, then a bit faster, then at the recorded tempo.
- Play Demo 13, and sing the entire song.

4. Practice with bells. (optional)

- Invite adults, youth, or older children that have been secured to play the handbell part to your music time.
- Have children review the song with Demo 13. Refer to the "Loud Hosanna" Melody Map for Section B memory cues.
- Sing with piano and handbell accompaniment.

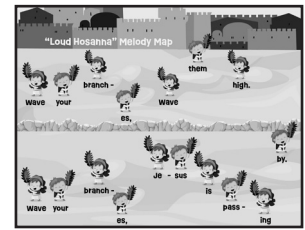
5. Review and polish.

- Review the words.
- Sing with Demo 13.
- Make any corrections needed.
- Sing again with Track 14, or piano and handbell accompaniment.
- Repeat this step as needed in the coming weeks.

Performance Option

Have children wave palm fronds, scarves, or streamers during the introduction, Section B, and the last repeat of Section A (mm. 45-end).

"Loud Hosanna" Melody Map



Handbells
(or Handchimes)

Loud Hosanna

with opt. Handbells (or Handchimes)

 Demo 13
Track 14

Words and Music by
Elizabeth Charles

Bells used: 8



Joyfully (♩.=72)

1 2 3 4 5

mf

6 7 8 9 8 17 18

A

19 20 21 22 8 30 31

1 (to meas. 9) 2 B

mf

32 33 34 8 42 43 44

A

45 46 47 48 49 50

f

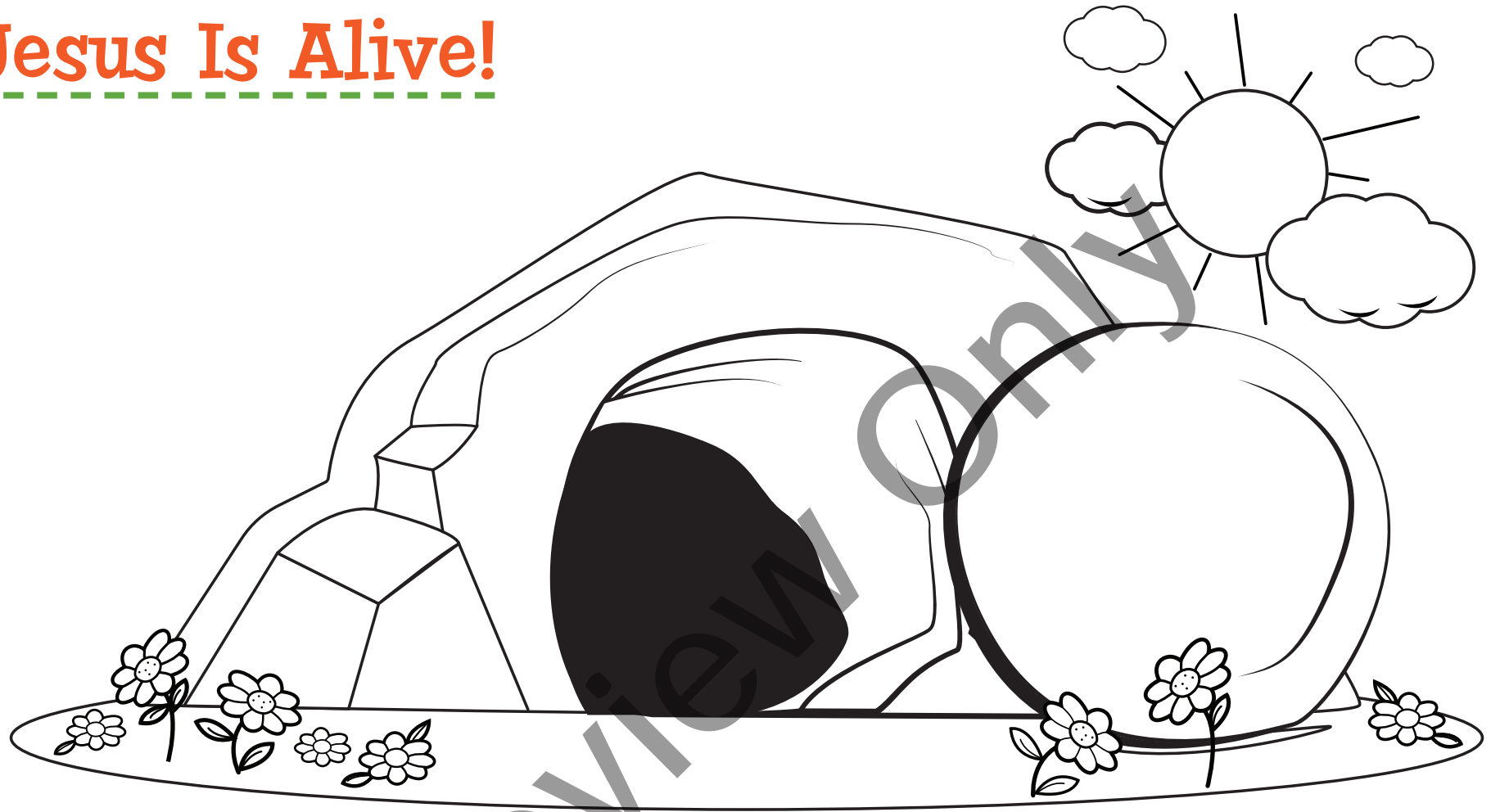
51 52 53 54 55 *rit.* 56 57

Guide the Donkey Home

Guide the donkey home to its stable after Jesus rode him into Jerusalem.



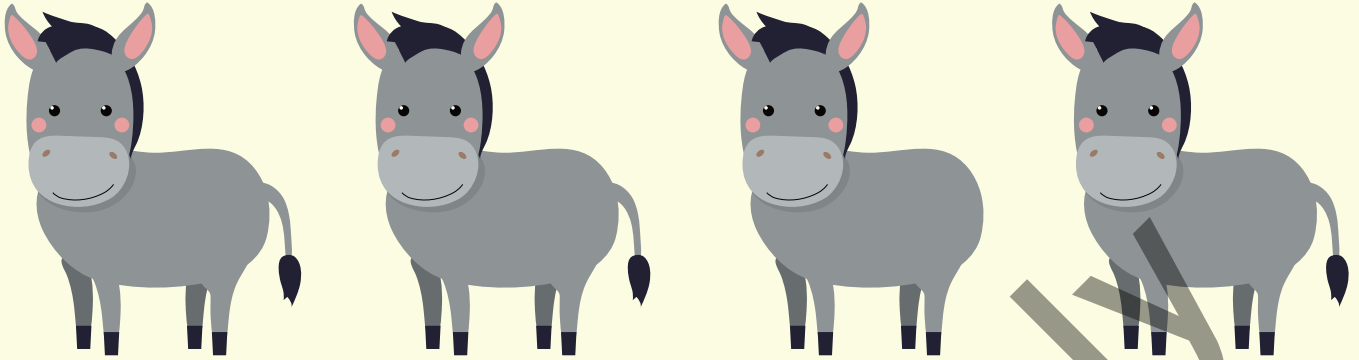
Jesus Is Alive!



Jesus is alive!

Easter Same and Different

Circle the picture in each row that is different than the other pictures.



Bumblebee Rhythms

1. Cut apart the rhythm cards.

- Distribute Bumblebee Rhythms Activity Pages and scissors.
- Assist children with cutting along the dotted lines—they should have four bumblebee cards and one rhythm grid with four quarter rests.
- Collect scissors and dispose of paper scraps.

2. Read bumblebee rhythms.

- Have children say *bee* for the whole bumblebees.
- Have children say *bum-ble* for the divided bumblebee.
- Display a set of bumblebee rhythm cards on a rhythm grid in any order to create a rhythm pattern.
- Read your pattern (for example, *bee-bee-bum-ble-bee*) as you point to the pictures.
- Have children read the pattern with you.
- Ask children to recreate your pattern using their bumblebee cards and rhythm grids.
- Allow each child to read the rhythm to verify it is the same as yours.
- Display more rhythm patterns for children to recreate and read.

3. Introduce the rest.

- Create a rhythm using only three rhythm cards.
- Tell the children the symbol not covered is a *rest*, and it means that beat is silent.
- Read the rhythm (for example, *bee-bum-ble-bee-rest*). Pulse your finger to your lips for the rest.
- Ask children to recreate your pattern and read it.
- Display more rhythm patterns with a rest for children to recreate and read.

4. Create bumblebee rhythms.

- Have children create rhythms for the group to read.
- Remind children they may choose one or more beats to be rests.

Option

If preschoolers are older, have them clap and say the rhythms, then play and say the rhythms on rhythms sticks or a hand drum.

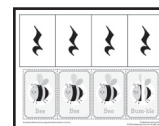
MATERIALS NEEDED

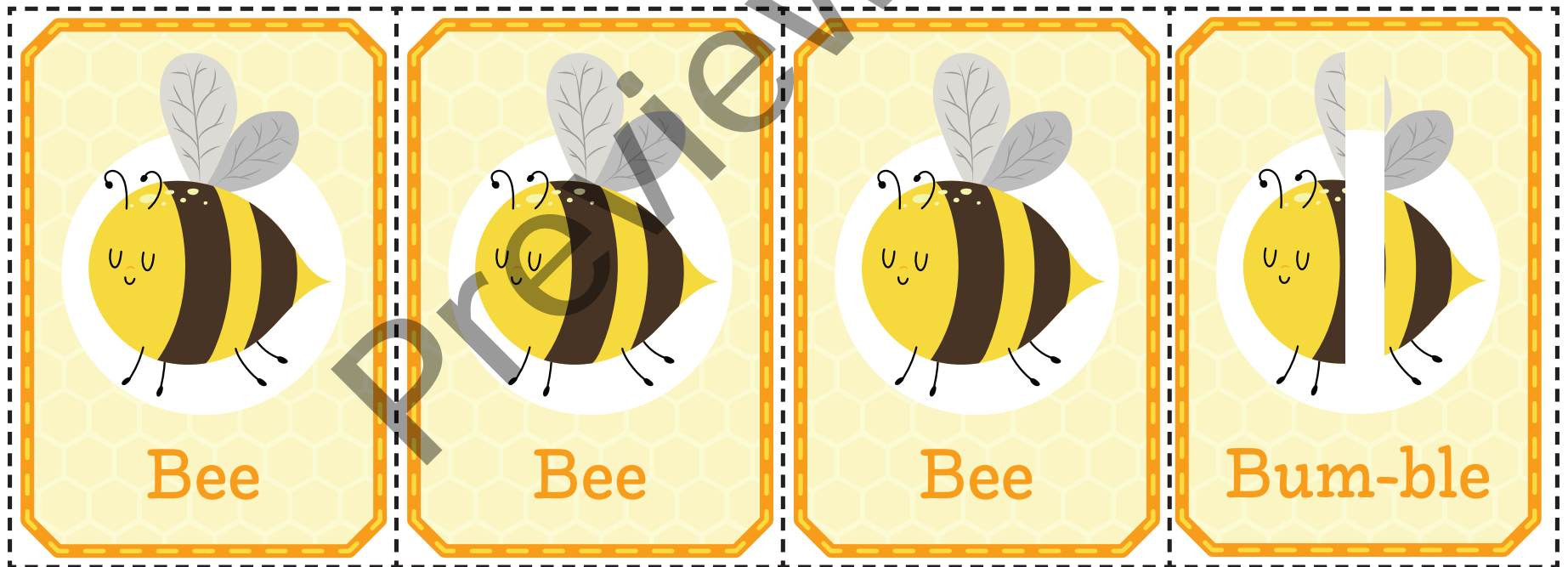
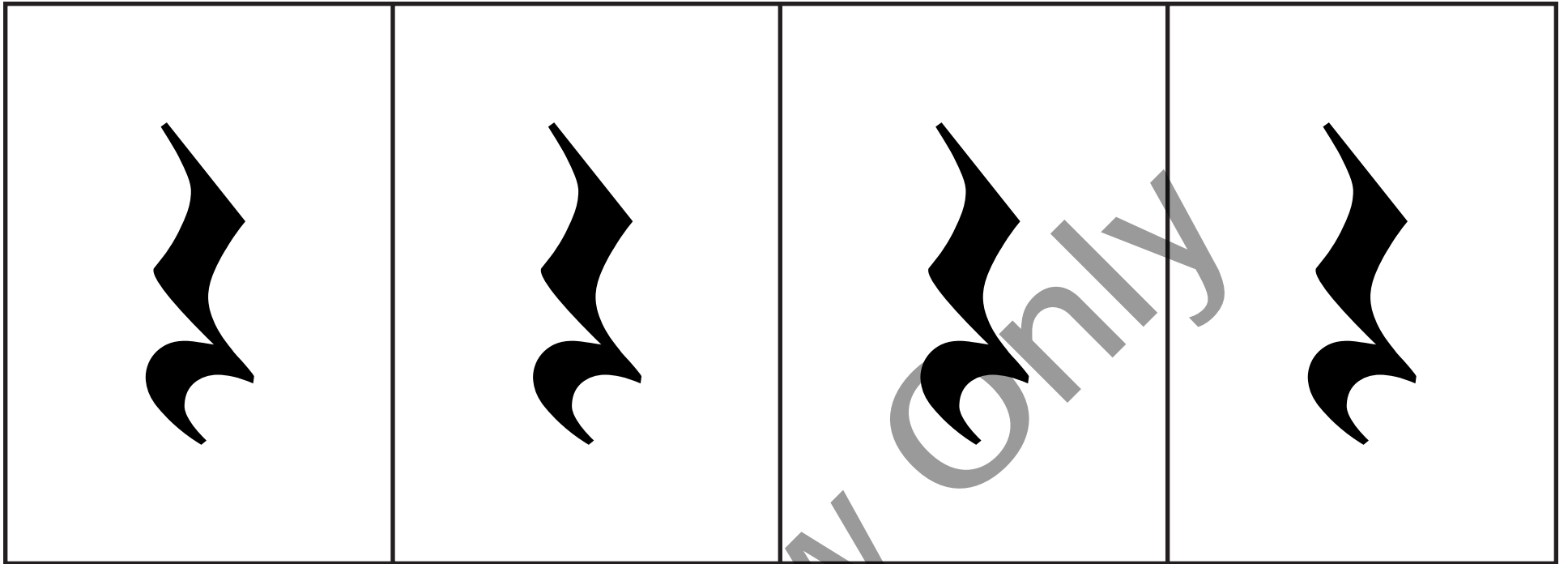
- Bumblebee Rhythms Activity Page, one per child
- Child-safe scissors
- Rhythm sticks or hand drums (optional)

PREPARATION

- Print Activity Pages.

Bumblebee Rhythms Activity Page





High and Low Birdhouses

1. Identify high and low.

- Display Page 1 and Page 2 of High and Low Birdhouses Visuals, and have children compare and contrast the two rows of birdhouses. (The birdhouses on Page 1 are higher than the birdhouses on Page 2.)
- Play a G bell for the birdhouses on Page 1 and sing *high-high-high-high*. Have children echo.
- Play an E bell for the birdhouses on Page 2 and sing *low-low-low-low*. Have children echo.
- Play one of the two patterns and have children decide which one you played. Repeat this several times.
- Display a new pattern, and have children determine the order of the pitches. (high or low)
- Sing the pattern together as you play it on bells.
- Continue until all patterns have been sung successfully.

2. Sing the patterns with Solfège syllables.

- Display the Solfège Visuals in *do-re-mi-fa-sol* order from bottom to top.
- Point to the *sol* visual and play the G bell. Point to the *mi* visual and play the E bell. Ask children which one was high (*sol*) and which one was low (*mi*).
- Display a new Birdhouse pattern.
- Play and sing it first with high/low, and then with *sol/mi*. Have children echo.
- Display another Birdhouse pattern.
- Have children identify with solfège syllables, then play and sing it together.
- Repeat with the remaining patterns.

3. Put patterns together.

- Display all eight Birdhouse patterns and have two volunteers each pick a different pattern.
- Display the two patterns side-by-side.
- Play and sing this longer pattern together.
- Repeat, with new volunteers forming new two-page patterns.

Teaching Tip

Place these visuals and G and E bells along with your early arriver activities so children can make, play, and sing patterns on their own.

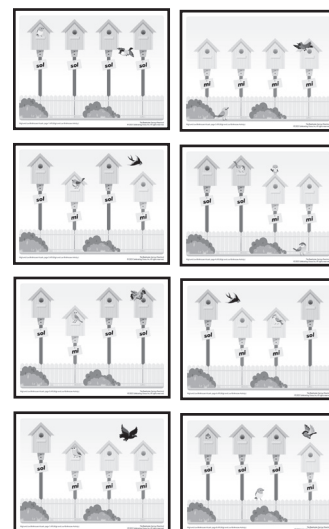
MATERIALS NEEDED

- High and Low Birdhouses Visuals
- Solfège Visuals (General)
- Step bells, G and E resonator bells, or xylophone

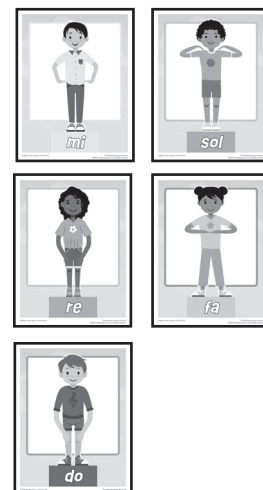
PREPARATION

- Print and prepare visuals.

High and Low Birdhouses Visuals



Solfège Visuals











Short and Long *Rondo*

1. Explain short and long sounds.

- Have children suggest sounds they might hear that are short. (i.e., a dog's bark, card door slam, footsteps, a bird's chirp, etc.)
- Have children suggest sounds that are longer. (i.e., an airplane, a fire truck siren, a buzzing bumblebee, the wind blowing, etc.)
- Tell children music is made up of both short and long sounds.
- Display Short and Long *Rondo* Visual 1.
- Speak the first line and have children echo—*short short short short*.
- Echo clap and speak the rhythm of the first line.
- Speak the second line and have children echo—*looooooong, looooooong*.
- Echo clap and speak this rhythm.

Teaching Tip

Clap hands for *short* notes. Slide palms together to indicate *looooong* notes.

- Display the remaining visuals.
- Echo speak and clap each one.

2. Add the short and long patterns to a chant.

- Speak the following chant:



Short notes, long notes, we need ev - 'ry one. We



mix them in our mu - sic mak - ing twice as much fun!

- Echo speak the chant in 2-measure phrases.
- Speak the chant together.
- Combine the chant with the 3 visuals (clapping and speaking them) in this order to make a fun rhythm *rondo*:
 - Chant
 - Visual 1
 - Chant

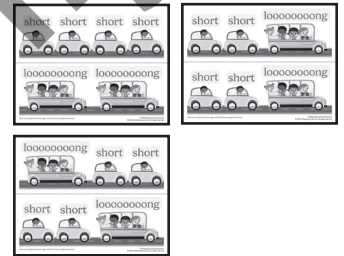
MATERIALS NEEDED

- Short and Long *Rondo* Visuals

PREPARATION

- Print and prepare visuals.

Short and Long *Rondo* Visuals

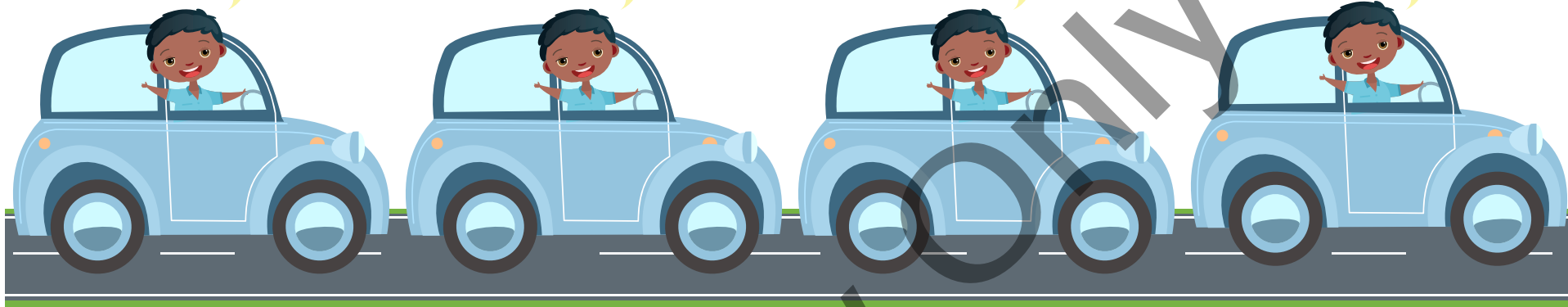


short

short

short

short



looooooong

looooooong



looooooong



short

short



short

short



looooooong



Hidden Instruments

MATERIALS NEEDED

- Hidden Instruments KIDPages
- Crayons

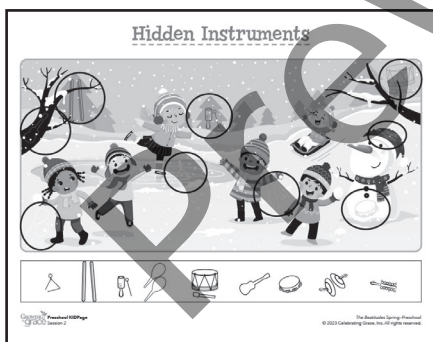
GUIDING CHILDREN

- Distribute KIDPages and crayons.
- Ask children to describe the picture on their KIDPage. (What season is it? Name some things in the picture. Have they ever played in the snow?, etc.)
- Tell children the instruments shown below are hidden in the picture.
- Allow children to identify the instruments. (triangle, rhythm sticks, tone block, maracas, drum, ukelele, tambourine, finger cymbals, jingle bells)
- Assist children with finding each hidden instrument, circling it in the picture, and checking it off at the bottom of the page.

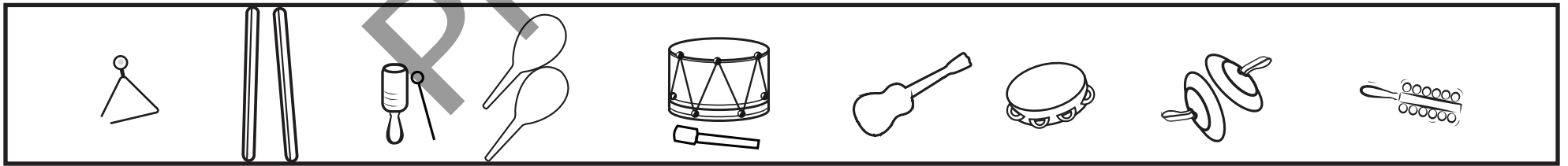
EXTENSION

- Ask children if they have ever been snow skiing or sledding and encourage them to share their experiences.
- Ask children to name other instruments. Have them draw the instrument on the back of their KIDPage.

Answers:



Hidden Instruments



Thank You for Today

Words and Music by
Joanne LeDoux*In two* (♩ = 60)

mf

When the

mf

5 **A**

sun comes out — to — day I will praise You, God...

8

When the skies are dark — and gray, I will



11

praise You, God_ and thank You for to - day.____

15

B

I will praise You ev - 'ry day.

19

I will thank You when I pray._

23

A

When the moon comes out_ at

Thank You for Today

Words and Music by
Joanne LeDoux

In two (♩ = 60)

mf **A**

When the sun comes out__ to - day I will

7
praise You, God.. When the skies are dark__ and gray, I will

11 **B**
praise You, God__ and thank You for to - day.____ I will

16
praise You ev - 'ry day. I will thank You when I pray..

22 **A**
When the moon comes out__ at night, I will

27
praise You, God.. When the stars are shin - ing bright, I will

31
praise You, God,__ and thank You for to - day.____ I will

35 **Ending** *rit.*
praise You, God,__ and thank You for to - day.____

SONG TEACHING STEPS

"Thank You for Today"

1. Discuss thankfulness.

- Read Colossians 2:7b from the Bible: *Just as you were taught the truth, continue to grow stronger in your understanding of it. And never stop giving thanks to God.* (ERV)
- Discuss with children that we should be thankful to God every day no matter if we are having a good day or a bad day.
- Pray, thanking God for loving and caring for us and giving us a wonderful creation to enjoy.

2. Teach the first Section A (mm. 5-12).

- Display the "Thank You for Today" Visual and point to the first row of pictures as Demo 17 is played.



- Tell children that *praise* is another word that means *we are thankful to God*.
- Teach the following sign language for *praise* and *thank you*:
 - **praise**—clap upward two times silently
 - **thank you**—starting with fingertips on chin, move hands outward

Teaching Tip

To view a demonstration of the sign language, go to growing-in-grace.com/thankyoufortodaysignlanguagevideo.

- Play Demo 17, and have children listen for and sign *praise* and *thank you* each time it is sung.
- Echo sing each two-measure phrase.
- Echo sing again, adding the following sign language:
 - **sun**—make a starburst motion with the dominant hand and move it upward
 - **God**—with hand perpendicular to face, move hand from above head downward

MATERIALS NEEDED

- Score
- Student Score
- Demo 17
- Track 18
- "Thank You for Today" Visual
- Bible, marked at Colossians 2:7b

PREPARATION

- Print and prepare visual.
- Watch the demonstration video to become familiar with the sign language.



Praise



Praise



Thank



Praise



Praise



Thank

PRESCHOOL SESSION OUTLINES - SPRING



Session 7

Early-Arriver Activity

Let It Shine KIDPage

Choir Time

"I Can Say"—Song Teaching Step 4

4. Teach Verse 2.

"Loud Hosanna"—Song Teaching Step 2

2. Teach the Verses in Section A (mm. 9-16, 34-41, 46-53).

Hymn Story Time: "Hosanna, Loud Hosanna"—Activity Teaching Steps 1-4

1. Tell the story.
2. Listen to the hymn.
3. Review the story.
4. Move to the music.

"Be Forgiving and Kind"—Song Teaching Step 5

5. Review and polish.

"Show Our Family We Love Them"—Song Teaching Step 2

2. Teach Section B (mm. 13-16).

"Springtime Prayer" Activity—Activity Teaching Step 4

4. Sing as a closing prayer.

Closing

Devotional

Share Devotional 7 from *The Beatitudes* Spring Devotionals—Preschool. Go to <https://celebrating-grace.com/96111.html> for a free download.

PRESCHOOL SESSION OUTLINES - SPRING



Session 11

Early-Arriver Activity

Easter Same and Different KIDPage

Choir Time

"Worship the King"—Song Teaching Step 4

4. Teach the bell part.

"Jesus Cares"—Song Teaching Step 2

2. Teach Verse 1.

"I Will Sing My Praises to the Lord"—Song Teaching Step 3

3. Teach Verse 2.

Hymn Story Time: "The Solid Rock"—Activity Teaching Steps 1-4

1. Tell the story.
2. Listen to the hymn.
3. Review the story.
4. Illustrate the hymn.

Review "Love Somebody"—Activity Teaching Steps

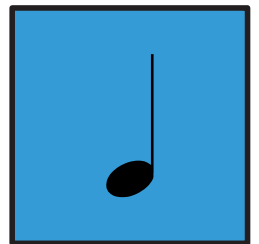
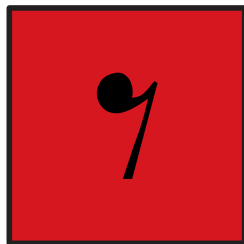
Sing "Springtime Prayer" —Activity Teaching Steps

Closing

Devotional

Share Devotional 11 from *The Beatitudes* Spring Devotionals—Preschool. Go to <https://celebrating-grace.com/96111.html> for a free download.

Rainy Day Music Symbols



Spring Fruit Rhythms Puzzle

